

Introduction

Many bilingual programs installed in our elementary schools are geared to resolve communication and psychological problems encountered in teaching Mexican Americans who are deficient in English and standard Spanish. The opportune use of the Spanish vernacular, one of many devices employed to realize this goal, is tenable on three counts: (1) on many occasions it may be the only tool of communication between the teacher and pupil, between the pupil and the student aide, or among the pupils themselves; (2) the psychological expedients emanating from its use are conducive to the mastery of English, the language of competition, because of the encouragement, the feeling of participation and the sense of pride and belongingness it instills in the pupil; (3) the corresponding standard equivalents that normally accompany all references the instructor makes to the vernacular serve as an instrument for salvaging and improving the Spanish of his pupils and other members of his community.

The instructor who uses the vernacular approach must have preclass knowledge of the nature of the native tongue as it is used by pupils, parents and teacher's aides. Thus, the ideal point of departure calls for a thorough inventory and evaluation of the Spanish spoken by the three groups and to a lesser degree by the instructor himself.

A study of the regional Spanish of San Marcos*, the locality in question, is available, but it records only a selected vocabulary of the speech of the community. A more detail examination of the vernacular by the present writer reveals that all the Spanish-speaking persons concerned, use, with varying degrees, a mixture of several dialects: (1) the universal, and (2) the regional and normative varieties spoken in the Western Hemisphere, particularly those employed in the United States Southwest and in Mexico. Spanish linguistic usage in this last area bears a closer resemblance to the universal dialect than does the vernacular of the Southwest.

The greater the amount of linguistic materials available for the Spanish of the San Marcos area, the firmer the basis for practical and effective presentation of the subject matter because it allows the instructor to (1) communicate when standard Spanish or English are unintelligible to the pupil; (2) teach standard Spanish and/or English through proven methods and techniques when there are no corresponding regional forms; (3) equate regional Spanish with standard equivalents; (4) use the historical and etymological implications of vernacular Spanish to single our Mexican American cultural heritage and contributions; (5) elicit cooperation and create a feeling of participation, pride and belongingness.

Reasons for equating regional Spanish with standard equivalents

The use of the Spanish vernacular as an expedient measure is valid, but the universal dialect (the standard) should replace it as soon as it is feasible, for the reasons outlined below.

*Manuel Frausto, "Vocabulario español de Texas," Austin: University of Texas, Southwest Texas State University, 1969.

The regional Spanish of Texas and of other parts of the United States Southwest has an extremely limited vocabulary; in many cases there are abounding examples of objects that can not be named adequately, as well as concepts that can not be expressed clearly. The word mugre 'thing-a-ma-jig', for example, is a very popular term in southwestern Spanish to designate countless objects for which the speaker knows no regional or standard equivalents. The expression tú sabes 'you know (what I mean)' ends an exorbitant number of statements in which the speaker readily admits his failure to convey his ideas. A standard, conventional Spanish lexicon leads to a more rapid acquisition of a corresponding English vocabulary because of the large number of non-deceptive cognates and other similarities found in the two languages.

Many of the expressions invented and/or popularized by the Pachuco as a secret language now being propagated by some of the Mexican American militant and non-militant groups remain highly unintelligible to many native speakers of all ages, especially to the female, because the forms have not yet lost their pejorative and esoteric quality altogether.

One of the objectives of education is to broaden the pupil's horizons linguistically and culturally to draw him out of his provincialism. Universal Spanish will do this to a large extent because its cultural greatness has been recorded from generation to generation for centuries, and because it enjoys a much greater geographical and social diffusion than provincial parlance. Its efforts to achieve unity gives it its wide distribution and accounts in large measure for its universality. Moreover, the pupil himself is being deprived of his full learning potential when he is allowed and/or encouraged to perpetuate year after year the regional divergencies and limitations he brings to the class. This does not mean that he should abandon his vernacular altogether, it merely suggests that he be helped conscientiously to acquire an additional mode of expression designed to broaden his outlook and to increase his fortunes economically and culturally. Centuries of usage of community Spanish throughout the Southwest has failed to fulfill these aspirations.

Spanish-speaking adults who are the product of a negative attitude toward formal language learning in their native tongue because of an inferiority complex, an aversion to self-discipline, to time consumption and/or to hard work are unable to communicate adequately in a cultural or commercial vein with the Spanish-speaking world.

The learning process in any discipline is time consuming. It thus follows that it would be more profitable to emphasize and teach the level of the language (standard) unfamiliar to the pupils (to a large extent) than to dwell consistently on the imposition of the local variety with which the pupil is already quite familiar. Many instructors yield to the vernacular because they are more at home with it and/or because they prefer to avoid unpleasantness by acquiescing to the recommendations of untutored laymen who through a misguided sense of identity are making a cheap bid for political popularity and unmerited affluency.

Further, the instructor must bear in mind that classroom time is at a premium because most children will revert to the vernacular on the school grounds, at home, and in other places where they associate with their peers

and with other language affiliates. This tendency is further encouraged by the immaturity of many children and adults alike who acquiesce to the vernacular to avoid the puerile ridicule, the distrust, or the animosity rearing its ugly head when they attempt the equation publicly.

Present and future historians, sociologists, psychologists, and other academicians bent on initiating or rewriting the cultural history of the Mexican American will be laboring under a serious handicap when they initiate their research of antecedents and contemporary materials if they are untutored in traditional, conventional Spanish. Standard Spanish is also a prerequisite for those planning to study paleography a science which they must master to read ancient documents.

The normative Spanish used in the pupil's school texts does include occasional Mexicanisms and other expressions native to other parts of Hispanic America, but it is in the main the universal dialect. IF Spanish is to be used as an intermediate stage conducive, in part, to the acquisition of competitive English, the universal variety should be the language of instruction with the occasional use of local variants only to resolve linguistic and psychological problems.

Many regional terms are easy to equate because they differ only slightly in form from their standard equivalents:

<u>Regional</u>	<u>Standard</u>	<u>English Equivalent</u>
destornudar	_estornudar	to sneeze
dijieron	dijeron	they said
barajiar	barajar	to shuffle (playing cards)
fuistes	fuiste	you went (fam.address)
hora	ahora	now
persinarse	persignarse	to cross myself
usté	usted	you (polite address)
pader	pared	wall
~~muradégo~~	~~muradégo~~	~~bat (animal)~~
dispertar	despertar	to awaken
caído	caído	fallen
méndigo	mendigo	beggar
cirgüelo	ciruela	prune
guirafa	jirafa	giraffe

Definition of Principal Terms

The normative (vernacular) Spanish of Texas is a mixture of two types of dialects: the universal (standard) and the regional (provincial).

The universal (standard) is "that dialect of a language which has gained literary and cultural supremacy over the other dialects and is accepted by the speakers of other dialects as the proper form of that language."¹

The regional (provincial) dialect comprises words or phrases or constructions "peculiar to or characteristic of a local dialect or manner of speech."²

The Spanish language in Texas also abounds in regionalisms found throughout other parts of the Spanish-speaking world of the Western Hemisphere, particularly of Mexico and the United States Southwest.

The reader may consult the two works listed below to ascertain the meaning of other linguistic terms unfamiliar to him in this text:

1. ^{1,2}Pei, Mario A. and Gaynor, Frank. A Dictionary of Linguistics. New York: Philosophical Library, 1954.
2. Lazaro Carreter, Fernando, Diccionario de términos filológicos. Madrid: Editorial Gredos, 1953.

TURN TO THE NEXT PAGE (PAGE 6) AND READ AND
FOLLOW DIRECTION NO. 3!

Direction No.

Directions

3.

USING A BLANK SHEET OF PAPER, COVER THIS PAGE BELOW THE FIRST DOTTED LINE. READ THE QUESTION AND WRITE YOUR ANSWER IN THE SPACE BELOW THE QUESTION. AFTER WRITING YOUR ANSWER, MOVE THE COVER SHEET DOWN TO THE FIRST DOUBLE LINE AND CHECK YOUR ANSWER. CORRECT ANY ERRORS YOU MAKE BY REREADING THE ASSIGNMENT AND THEN REANSWERING THE QUESTION. CONTINUE THE SAME PROCEDURE FOR QUESTIONS 2 THROUGH 5.

Question 1. Define:

(a) universal (standard) dialect

(b) regional (provincial) dialect

-
- R.1. (a) universal (standard) dialect--"that dialect of a language which has gained literary and cultural supremacy over the other dialects and is accepted by the speakers of the other dialects as the proper form of that language."
(b) regional (provincial) dialect--those words, phrases or constructions which are "peculiar to, or characteristic of a local dialect or manner of speech."
-

Question 2. Give three (3) reasons which support the concept of using the Spanish vernacular in the educational process.

(1)

(2)

(3)

-
- R.2. (1) it may be the only means of communication between the teacher and pupil, pupil and teacher's aide, or among pupils themselves.
(2) leads to mastery of English and Spanish thru encouragement, participation, and a sense of pride thru recognition and a feeling of acceptance and belongingness.
(3) provides a means by which corresponding standard dialect equivalents may be learned more readily.
-

GO TO THE NEXT PAGE!

Direction No.

Directions

Question 3. What should be the major prerequisite qualification of an instructor who uses the vernacular approach in teaching?

R.3. A preclass knowledge of the nature of the native tongue as it is used by pupils and parents. Also, a thorough knowledge of the standard dialect form.

Question 4. Name five (5) ways in which the teaching of a subject matter area may be improved by using the vernacular approach.

(1)

(2)

(3)

(4)

(5)

R.4. (1) allows communication when the standard dialect forms of English and/or Spanish are unintelligible to the student.
(2) allows the teaching of standard Spanish and/or English when there are no corresponding regional dialect forms.
(3) allows the equating of regional Spanish forms with standard equivalents.
(4) provides a means of emphasizing the unique historical contributions of the Mexican-American cultural heritage.
(5) elicits cooperation through a sense of acceptance and a feeling of pride and belongingness.

GO TO THE NEXT PAGE!!

Direction No.

Directions

Question 5. Give five (5) reasons why a universal (standard) dialect should replace the regional dialect as soon as is feasible.

(1)

(2)

(3)

(4)

(5)

-
- R.5. (1) Regional Spanish has an extremely limited vocabulary.
(2) Many expressions are not known by the majority of Spanish-speakers (example: the language popularized by the Pachuco.)
(3) To eliminate, or reduce, the student's provincialism thru expanding his linguistic and cultural horizons.
(4) Allows greater use of personal and linguistic potentials by reducing the linguistic limitations imposed by a limited ability to communicate.
(5) Reduce the possibility of an inferiority complex and to expand the possibility of greater efficiency in the cultural and commercial world.
-

GO TO DIRECTION NO. 4.

4.

AFTER COMPLETING ANY ERRORS YOU MAY HAVE MADE, TURN TO PAGE 9 IN THIS STUDY GUIDE AND READ AND FOLLOW DIRECTION NO. 5.

LESSON NO. 2

TOPIC: Nature and Scope of Regional Speech.

Direction No.

Directions

5. READ THE QUESTIONS PRESENTED BELOW. CONSIDER EACH QUESTION AS YOU COMPLETE THE READING ASSIGNMENT. YOU WILL BE ASKED TO ANSWER THE QUESTIONS AFTER COMPLETING THE READINGS.
- Q.6. Define the following terms:
- (1) phonology
 - (2) morphology
 - (3) syntax
 - (4) lexicography
- Q.7. List twelve (12) basic ways in which standard dialect forms may be changed into regionalisms.
- Q.8. Given specific conditions for changing a standard form into a regional form, provide at least one (1) or two (2) examples of words illustrating the changes.
- Q.9. Given a written passage, provide the standard dialect form of words which have been given in regional form.

READ AND FOLLOW DIRECTION NO. 6.

6. CAREFULLY READ AND STUDY PAGES 10 THROUGH 21 IN THIS STUDY GUIDE. AS YOU READ THE PAGES, CONSIDER THE ABOVE QUESTIONS AS YOU WILL BE ASKED TO ANSWER THEM UPON COMPLETION OF YOUR READING ASSIGNMENT.

NOW TURN TO PAGE 10 IN THIS STUDY GUIDE AND READ THROUGH PAGE 21.

A General Description of the Nature
and Scope of Popular Regional Speech

Regional expressions differ in the main from their corresponding universal (standard) forms in four separate or combinatory aspects that deal with (1) phonology (pronunciation), (2) morphology (word formation), (3) syntax (sentence structure) and (4) lexicography (word meaning). This section is designed to familiarize the instructor with some of the linguistic phenomena that characterize the regional Spanish of his pupils and other members of his community.

1. A standard form becomes a regionalism when it changes a sound or letter:

j for h (h has no phonetic value)

<u>Standard</u>	<u>Regional</u>
<u>h</u> alar	<u>j</u> alar
<u>h</u> allar	<u>j</u> allar
<u>h</u> eder	<u>j</u> eder
mo <u>h</u> oso	mo <u>j</u> oso

j for f

<u>f</u> ui	<u>j</u> ui
<u>f</u> uiste	<u>j</u> uiste(<u>j</u> uites)
<u>f</u> ue	<u>j</u> ue
<u>f</u> uimos	<u>j</u> uimos
<u>f</u> ueron	<u>j</u> ueron
<u>f</u> uego	<u>j</u> uego

j for s

no <u>s</u> otros	no <u>j</u> otros
-------------------	-------------------

p for f

<u>f</u> aisán	<u>p</u> aisano
fantasma	<u>p</u> antasma

f for j

fri <u>j</u> oles	frif <u>f</u> oles
<u>j</u> uego	<u>f</u> uego

f for h

<u>h</u> ierro	<u>f</u> ierro (ant.)
----------------	-----------------------

a for e

me <u>c</u> ánico	ma <u>a</u> cánico
-------------------	--------------------

DOCUMENT RESUME

ED 155 892

FL 009 441

AUTHOR Galvan, Roberto A.; Miller, Darnon
 TITLE Student Study Guide for Contrastive Analysis of Regional and Standard Spanish.
 INSTITUTION Southwest Texas State Univ., San Marcos.
 SPONS AGENCY Office of Education (DHEW), Washington, D.C.
 PUB DATE Apr 72
 GRANT OEG-0-9-530014-3480- (280)
 NOTE 45p.

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
 DESCRIPTORS Autoinstructional Aids; Bilingual Education; Bilingualism; Bilingual Students; Bilingual Teacher Aides; Bilingual Teachers; Contrastive Linguistics; Dictionaries; Geographic Regions; Grammar; Instructional Materials; Language Instruction; Language Maintenance; Language of Instruction; Language Research; Language Teachers; Language Variation; Mexican Americans; Morphology (Languages); Phonology; *Programed Materials; Reference Books; *Regional Dialects; *Spanish; Spanish Speaking; *Standard Spoken Usage; *Study Guides; Syntax; *Teacher Education; Vocabulary; Word Lists

ABSTRACT

This programmed study guide is intended for persons preparing to teach in bilingual programs in the southwestern United States. The packet contains three lessons and a total of fifteen detailed and specific sets of directions to be used as study materials and self-testing exercises. The main topics of the lessons are regional differences in Spanish, the nature and scope of regional speech, and the equating of standard and non-standard dialects. Within these three lessons the following topics are covered: (1) reasons for equating regional Spanish with standard equivalents; (2) definitions of terms; (3) description of regional differences in pronunciation, morphology, syntax and word meaning; (4) a bibliography of monolingual, bilingual and regional dictionaries, grammars, studies in phonology and periodicals; and (5) a unit on spontaneous speech to be recorded and studied by the person using the study guide. (AMH)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED155892

STUDENT STUDY GUIDE

for

CONTRASTIVE ANALYSIS OF REGIONAL AND STANDARD SPANISH



by

Dr. Roberto A. Galvan
Professor of Spanish
Southwest Texas State University

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

and

Dr. Damon Miller
Assistant Professor of Education
Southwest Texas State University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Roberto A. Galvan
Damon Miller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

for the

Bilingual Education Program
Harlandale-San Marcos-SWTSU Consortium
Grant # OEG-0-9-530014-3480 (280)
Mr. Carlos G. Rodriguez, Project Director

April, 1972

The project presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

6-78-3 FL009441

LESSON NO. 1

TOPIC: Regional Differences in Spanish

Direction No.

Directions

1. THE QUESTIONS PRESENTED BELOW PERTAIN TO THE INFORMATION IN THE READING ASSIGNMENTS. STUDY THE QUESTIONS CAREFULLY AND CONSIDER THEM AS YOU COMPLETE THE READING ASSIGNMENTS. REMEMBER, YOU WILL BE ASKED TO ANSWER THE QUESTIONS LATER.
 - Q.1. Define the following terms:
 - a. universal (standard) dialect.
 - b. regional (provincial) dialect.
 - Q.2. Give three (3) reasons which support the concept of using the Spanish vernacular in the educational process.
 - Q.3. What should be the major prerequisite qualification of an instructor who uses the vernacular approach in teaching?
 - Q.4. Name five (5) ways in which the teaching of a subject matter area may be improved by using the vernacular approach.
 - Q.5. Give five (5) reasons why a universal (standard) dialect should replace the regional dialect as soon as is feasible.

READ AND FOLLOW DIRECTION NO. 2!

2. READ PAGES 2 THROUGH 5 IN THIS STUDY GUIDE. AS YOU READ THE ASSIGNMENT, CONSIDER THE ABOVE QUESTIONS AS YOU WILL BE ASKED TO ANSWER THEM UPON COMPLETION OF YOUR READING ASSIGNMENTS.

NOW TURN TO PAGE 2 IN THE STUDY GUIDE AND READ THROUGH PAGE 5.

9. Standard forms are classified as regionalisms when their modifiers carry genders not assigned to them in their universal dialect:

<u>Standard</u>	<u>Regional</u>
el calor	la calor
el diploma	la diploma
mucho hambre	mucho hambre
la sartén	el sartén

10. Standard forms become regionalisms when the speaker pluralizes them with endings not assigned to them in the universal dialect:

<u>Standard singular</u>	<u>Standard plural</u>	<u>Regional plural</u>
café	café <u>s</u>	cafes <u>es</u>
mamá	mamá <u>s</u>	mamases
papá	papá <u>s</u>	papases
pie	pie <u>s</u>	pieses
sofá	sofá <u>s</u>	sofases

11. Many local divergencies differ from their standard equivalents as a result of the

a. use of prepositions

<u>Standard</u>	<u>Regional</u>
consistir <u>en</u>	consistir <u>de</u> (English influence—to consist of)
Entraron <u>en</u> el cuarto.	Entraron <u>al</u> cuarto.
Estaba pensando <u>en</u> tí.	Estaba pensando <u>de</u> tí.
Anoche <u>soñé contigo</u>	Anoche te soñé.
Me alegro <u>de</u> verte tan contenta.	Me alegro verte tan contenta.
Fuimos a casa de María.	Fuimos <u>acá</u> María.
¿Qué hora es?	¿ <u>A</u> qui horas son?
<u>A</u> María le gusta bailar.	María le gusta bailar.

- b. choice of word-for-word translations from the English pattern over the corresponding idiomatic standard expression found in Spanish; in many cases there is no choice because the speaker is unfamiliar with the latter:

<u>Standard</u>	<u>Regional</u>
<u>Hizo un viaje a México</u>	<u>Tomó un viaje a México.</u>
<u>Me divertí mucho.</u>	<u>Tuve muy buen tiempo.</u>
<u>Hace mucho calor.</u>	<u>Está muy caliente.</u>

12. Standard forms used with meanings other than those assigned to them in monolingual dictionaries of standard Spanish are usually labeled regionalisms:

<u>Standard form</u>	<u>Standard meaning</u>	<u>Regional Meaning</u>
averiguar	"tr. Inquirir la verdad hasta descubrirla" (To ascertain)	tr. disputar, discutir (To argue)
vacilar	"intr. Moverse indeterminadamente una cosa. 2. Estar poco firme una cosa en su estado, o tener riesgo de caer o arruinarse. 3. fig. Titubear, estar uno perplejo o irresoluto." (to waver. w. be unsteady 2. to hesitate).	intr. flirtear. 2. tr. mofarse (de), tomar el pelo. 3. intr. parrandear (to flirt. 2. to make fun of. 3. to go out on a spree; to go out on the town.)

The examples and the categories entered above are at best panoramic. Pertinent materials available on regional Spanish in their present totality are encyclopedic in nature and scope. This suggests that orientation and saturation in the subject are never-ending projects for all bilingual instructors and administrators. Consequently, sponsoring institutions must be prepared to provide an adequate library of key works in the field. Those listed below are recommended as a point of departure:

Standard Monolingual Dictionaries

de Toro Y gisbert, Miguel. Pequeño Larousse ilustrado. Buenos Aires: Editorial Larousse, 1964.

Real Academia Español. Diccionario de la lengua española. 19^a ed. Madrid: Espasa Calpe, S.A., 1970.

Standard Bilingual Dictionaries

Cayás, Arturo. English-Spanish and Spanish-English Dictionary. 4th Ed. New York: Appleton-Century-Crofts, Inc., 1956.

Williams, Edwin B. Diccionario inglés-español, edición aumentada - Dictionary Spanish and English Expanded Edition. New York: Holt, Rinehart and Winston, 1963.

Dictionaries of Regional Spanish

Texas

Cerda, Gilberto el al. Vocabulario español de Texas. Austin: Univ. of Texas Press, 1970.

Frausto, Manuel. "Vocabulario español de San Marcos, Texas." Unpublished Master's thesis, Southwest Texas State University, 1969.

Luna, Juanita. "A Selected Vocabulary of the Spanish Spoken in Sabin, Texas," Unpublished Master's thesis, Southwest Texas State University, 1970.

Marambio, Juan. "Vocabulario español de Temple, Texas." Unpublished Master's thesis, Southwest Texas State University, 1970.

Patterson, Maurin Elizabeth. "Some Dialectal Tendencies in Popular Spanish in San Antonio." Unpublished Master's thesis, Texas State College for Women, 1956.

Southwest Educational Development Laboratory. The Phonology of Corpus Christi Spanish. Austin, SEDL, No date given. ("This is the second of two parts of the analysis of Corpus Christi Spanish. The first, in the form of a Master's thesis [Gustavo Gonzales, A Linguistic Profile of the Spanish-Speaking First Grader in Corpus Christi, 1968].)

Lozani, Anthony Girard. "Intercambio de español e inglés en San Antonio, Texas," Archivum. 1961, XI, 111-138.

Coltharp, Lurline H. The Tongue of the Tirilones: A Linguistic Study of Criminal Argot. University: University of Alabama Press, 1965.

New Mexico

Espinosa, Aurelio M. Estudios sobre el español de Nuevo México. (Traducción y reelaboración con notas por Amado Alonso y Angel Rosenblat), Parte I; Fónetica, Biblioteca de Dialectología Hispanoamericana, 1930, 19-313; II: Morfología, trad. y reelaboración con notas de A. Rosenblat, 1946, XVI, Biblioteca de Dialectología Hispanoamericana.

McSpadden, George E. "Some Samantic and Philogical Facts of the Spanish Spoken in Chilili, New Mexico." University of New Mexico Bulletin, 1934, V.71-102.

Kercheville, Francis Monroe. "A Preliminary Glossary of New Mexican Spanish." University of New Mexico Bulletin, 1934.

Ornstein, Jacob. "The Archaic and the Modern in the Spanish of New Mexico," Hispania, 1951, XXXIV, 137-142.

Tireman, Loyd S. "Spanish Vocabulary of Four Native Spanish-speaking Pre-First-Grade Children." University of New Mexico Publications in Education, 1948, II, 3-64.

García, Trinidad. "A Vocabulary of New Mexico." Unpublished Master's thesis, Stanford University, 1940.

Post, Anita C. "Southern Arizona Spanish Phonology," University of Arizona Bulletin, 1934, V, 1-57.

Barker, George C. "Pachuco: An American-Spanish Argot and Its Social Function in Tucson, Arizona," Social Science Bulletin, 1950, No. 18.

Trejo, Arnulfo D. "Vocablos y modismos del español de Arizona," Unpublished Master's thesis, Mexico City College, México, 1951.

Colorado

Trager, George L. and Valdez, G. "English Loans in Colorado Spanish," American Speech, 1937, XII, 34-44

California

Días, Rosario Simón. "A Vocabulary of California Spanish Words of English Origin Used by the First Generation Spaniards of California." Unpublished Master's thesis, Stanford University, 1942.

Griffith, Beatrice. "The Pachuco Patois," Common Ground, Summer 1947, 77-84.

Alvarez, George R. "Caló: the 'other' Spanish," A Review of General semantics, 1967, XXIV, n. 17-13.

The Southwest

Barker, Marie Esman. Español para el bilingüe. Skokie: National Textbook Company, 1971.

Simón, Alphonse (O.M.I.) Pastoral Spanish. San Antonio: Standard Printing Company, 1955.

Mexico

Boyd-Bowman, Peter. El habla de Guanajuato. México: Imprenta Universitaria, 1960. (Excellent analysis of expressions and linguistic phenomena also common to the regional vocabulary of Texas.)

Santamaría, Francisco. Diccionario de mejicanismos. México: Editorial Porrúa, S.A., 1959. (The geographical proximity of Texas to Mexico accounts for a large number of terms recorded which are common to Texas and Mexico.)

Grammars

- Alonso, Martín, Gramática del español contemporáneo. Madrid: Ediciones Guadarrama, 1968.
- Bello, Andrés and Cuervo, Rufino J. Gramática de la lengua castellana. Buenos Aires: Ediciones Anaconda, 1943.
- Gili y Gaya, Samuel. Curso superior de sintaxis española. Barcelona: Publicaciones y Ediciones SPES, S.A., 1961.
- Ramsey, Marathou Montrose. A Textbook of Modern Spanish. Rev. by Robert K. Spaulding. New York: Holt, Rinehart and Winston, 1956.
- Real Academia Española. Gramática de la lengua española. Madrid: Espasa-Calpe, S.A., 1962.
- Stockwell, Robert P. et al. The Grammatical Structures of English and Spanish. Chicago: University of Chicago Press, 1966.
- Celorio Puente, Marta. A Complete Treatise on the Conjugation of Spanish Verbs. New York: David McKay Co., Inc., 1960.

Pronunciation

- Echeverría, Santiago. Ortografía para examen. Barcelona: Editorial Vicens, 1963.
- Hadlick, Roger L. et al. A Drillbook of Spanish Pronunciation. New York: Harper & Row, Publishers, 1968.
- Navarro, Tomás. Manual de pronunciación española. 4th ed. New York: Hafner Publishing Co., Inc., 1950.
- _____, Studies in Spanish Phonology. Tr. by Richard D. Abraham. Coral Gables: Univ. of Miami Press, 1968.
- Politzer, Robert L. and Staubach, Charles N. Teaching Spanish a Linguistic Orientation. New York: Blaisdell Publishing Co., 1965.
- (See Chapters on "General Phonetics and Phonemic" (V) and "Teaching Pronunciation" (VI).)
- Stockwell, Robert P. and Bowen, Donald J. The Sounds of English and Spanish. Chicago: Univ. of Chicago Press, 1965.
- Baker, Paulline, Español para los hispanos. Lincolnwood: National Textbook Corporation, 1966.

Hispanic America

- Morínigo, Marcos A. Diccionario manual de americanismos. Buenos Aires: Muchnik Editores, 1966.

Malaret, Augusto. Diccionario de americanismos. 3^a ed. Buenos Aires: Emece Editores, S.A., 1946.

Kany, Charles E. American-Spanish Syntax. 2nd ed. Chicago: University of Chicago Press, 1951.

_____. American-Spanish Euphemisms. Los Angeles: University of California Press, 1960.

_____. American-Spanish Semantics. Los Angeles: University of California Press, 1960.

Santamaría, Francisco J. Diccionario general de americanismos. 3 vols. México: Editorial Pedro Robredo, 1942.

To keep the above bibliography current instructors should examine all recent and prospective linguistic bibliographies available. The following are excellent sources for this purpose. Some of the issues review new materials in the field:

1. Arizona Quarterly, Tucson.
2. Boletín de la Academia Colombiana de la Lengua, Bogotá.
3. Dissertation Abstracts, Ann Arbor, Michigan.
4. Kentucky Foreign Language Quarterly.
5. Woodridge, Hensley C. "An Annotated Bibliography of Mexican Spanish for 1940-1953," Kentucky Foreign Language Quarterly, 1 (1954), 80-89.
6. Hispania, Appleton, Wisconsin.
7. Handbook of Latin American Studies, Gainesville, Florida.
8. Investigaciones lingüísticas, Mexico.
9. Nueva revista de filología hispánica, México.
10. Publications of the Modern Language Association of America, Baltimore.
11. Revista de filología española, Madrid.
12. Revista de filología hispánica, Buenos Aires.
13. Serís, Homero. Bibliografía de la lingüística española, Bogotá, 1964, 981 pp.
14. Solé, Carlos A. Bibliografía sobre el español en América, 1920-1967, Washington, D.C., 1970, 175 pp.

NOW READ AND FOLLOW DIRECTION NO. 21

GO TO THE NEXT PAGE!!

Direction No.

Directions

7.

USING A BLANK SHEET OF PAPER, COVER THIS PAGE BELOW THE FIRST DOTTED LINE. READ THE QUESTION AND WRITE YOUR ANSWER IN THE SPACE BELOW THE QUESTION. AFTER WRITING YOUR ANSWER, MOVE THE COVER SHEET DOWN TO THE FIRST DOUBLE LINE AND CHECK YOUR ANSWER. CORRECT ANY ERRORS YOU MAKE BY REREADING THE ASSIGNMENT AND THEN REANSWERING THE QUESTION. CONTINUE THE SAME PROCEDURE FOR QUESTIONS 7 THRU 9.

Question 6. Define:

- (1) phonology --
- (2) morphology --
- (3) syntax --
- (4) lexicography --

-
- R.6. (1) Pronunciation
(2) word formation
(3) sentence structure
(4) word meaning
-
-

GO TO THE NEXT PAGE!!

Direction No.Directions

Question 8. For each condition given below, give one (1) or two (2) examples of words which illustrate differences between standard and regional dialect forms.

	<u>Standard</u>	<u>Regional</u>
<u>j</u> for <u>h</u>	1. 2.	
<u>j</u> for <u>f</u>	1. 2.	
<u>j</u> for <u>s</u>	1. 2.	
<u>p</u> for <u>f</u>	1. 2.	
<u>f</u> for <u>j</u>	1. 2.	
<u>f</u> for <u>h</u> .	1. 2.	
<u>a</u> for <u>e</u>	1. 2.	
<u>e</u> for <u>a</u>	1. 2.	
<u>e</u> for <u>i</u>	1. 2.	
<u>i</u> for <u>e</u>	1. 2.	
<u>u</u> for <u>o</u>	1. 2.	
<u>o</u> for <u>u</u>	1. 2.	

R.8.

j for h (h has no phonetic value)

<u>Standard</u>	<u>Regional</u>
<u>h</u> alar	<u>j</u> alar
<u>h</u> allar	<u>j</u> allar
<u>h</u> eder	<u>j</u> eder
moh <u>o</u> so	moh <u>j</u> oso

GO TO THE NEXT PAGE!

StandardRegionale for asarapeserapee for iabrimosabremoscopiarcopearinvitarenveitarrecibirrecebirridiculoredeculosalimossaleemosi for edecirdicirdecirdijiadespediirsedespideirsedespediirsedispedeirsedespuesdispuesdivertiirsedivirteirselinealiniapedirpideru for oalmohadaalmuadaahoraaura (with shift of stress)hablohabluJoaquunJuaquunno haynuuyRomualdoRumualdoo for uespurituesporito

juventud

joventususpiurosospioro

2. Terms or expressions not found in monolingual dictionaries of standard Spanish are normally designated as regionalisms. A great number of these are hispanicized forms borrowed from English, with or without a change in meaning. Some comprise two components: the hispanicized English etymon and a Spanish suffix.

a. <u>Standard</u>	<u>Regional</u>	<u>English Etymon</u>	<u>Standard Spanish Suffix</u>	
hermano	broda	brother		
amigo; socio; pareja(pl.)	parna	partner		
vaso con asa	moca	mug (drinking)		
billete	tíquete	ticket		
bicicleta	yonca	junk (slang for bicycle)		
aljofifa	mape (auditory adoption)	mop		
	mope (visual adoption)			
b. <u>Standard</u>	<u>Regional</u>	<u>English Etymon</u>		<u>Standard Spanish Suffix</u>
salir mal, suspendido	flonquear	flunk	+	-ear
reprobado (un alumno)	flonquiar	flunk	+	-iar
	feilear	fail	+	-ear
	feiliar	fail	+	-iar
deletrear	espelear *e *e_ +	spell	+	-ear
	espeliar *e *e_ +	spell	+	-iar

*Many Spanish speaking prefix an e- to a syllable beginning with an s + consonant because this combination is difficult for them to pronounce.

3. Some forms lose their standard status when the speaker shifts or fails to shift** their stress:

<u>Standard</u>	<u>Regional</u>
ca <u>i</u> do	ca <u>i</u> do
carac <u>t</u> eres**	cará <u>t</u> eres**
le <u>i</u> do	le <u>i</u> do
ma <u>i</u> z	ma <u>i</u> z
men <u>d</u> igo	m <u>e</u> ndigo
océano (e>i)	oc <u>i</u> ano

4. Many standard forms become regionalisms when the speaker adds to them

- a. an initial sound or more

<u>Standard</u>	<u>Regional</u>
figurarse	<u>a</u> figurarse
según	<u>a</u> según
antes	<u>e</u> ndenantes (ant.)
extender	<u>d</u> estender
estornudar	<u>d</u> estornudar

- b. a medial sound or more

<u>Standard</u>	<u>Regional</u>
aire	a <u>i</u> gre
ba <u>a</u> jar	ba <u>r</u> ajiar
boste <u>a</u> zar	bostec <u>i</u> ar
caca <u>a</u> rear	cacara <u>q</u> uear cacara <u>q</u> uiar
cir <u>u</u> ela	cir <u>g</u> üelo
dijeron	dij <u>i</u> eron
dijera	dij <u>i</u> era
dijeras	dij <u>i</u> eras
dijera	dij <u>i</u> era
dijéramos	dij <u>i</u> éramos
dijeran	dij <u>i</u> eran
haya	ha <u>i</u> ga
hayas	ha <u>i</u> gas
haya	ha <u>i</u> ga

hayamos

hayan

oir

tigre

v~~ie~~jez

viruela

haigamos

haigan

oyir
oyímos

tíguere

v~~ie~~jez

virgüela

c. a final sound or more

Standard

huésped

red

viste

Regional

huéspede

rede

vistes

5. Many standard forms become regionalisms when the speaker fails to pronounce

a. An initial sound or more

Standard

ahora

ahorcar

ahorrar

entonces

estoy

estás

está

estamos

están

Regional

hora

horcar

horrar

tonces

toy

tas

ta

tamos

tan

b. a medial sound or more

Standard

hablado

paciencia

persignarse

silla

también

Regional

hablao (hablau)

pacencia

persiparse

sía

tamién

c. a final sound or more

<u>Standard</u>	<u>Regional</u>
para (¿para dónde?)	p (¿p' ónde?)
<u>para</u> (para casa)	pa (pa' casa)
parálisis	paralis

6. Many standard forms become regional when the speaker transposes some of their sounds:

<u>Standard</u>	<u>Regional</u>
ciudad	suidá
estómago	estógamo
humareda	humadera
madre	marde
~~muséófono~~	~~muséófono~~

7. Suffixes sometimes signal the differences between a regionalism and a standard form:

<u>Standard</u>	<u>Regional</u>
burlista	burlón
estupidez	estupideza
tontear	tontiar

8. Some irregular past participles are designated as regionalism when they are conjugated as regular forms:

<u>Infinitive</u>	<u>Standard</u>	<u>Regional</u>
abrir	abierto	abrido
decir	dicho	decido
escribir	escrito	escribido
hacer	hecho	hacido
morir	muerto	morido
poner	puesto	ponido
ver	visto	vido (<u>ve</u> ido, <u>ve</u> ido)
volver	vuelto	volvido

R.11. Check your answers by reading the following passage. The correct answers are underlined.

El (méndigo, mendigo) se había (caído, caído) de la cubierta al (ociano, océano) por ir comiendo (maíz, maiz) distraídamente y por no (ver, haber)(leído, leído) el letrado que estaba al pie de los escalones.

(Según, asegún) el capitán nadie podía (afiguararse, figurarse) que el pordiosero no hubiese visto el letrero, pues lo habían colocado allí hacía una semana. El patrón dijo que quizá no lo hubiese visto porque al pasar por allí iba (destornudando, estornudando). (Dijieron, dijeron) que antes de caerse estaba (bostezando, bosteciendo), comiendo (cirkuelos, ciruelas) y (barajando, barajando) sus naipes al (aire, aigre) libre. Yo no creo que (haigan, hayan) dicho la verdad, pero en fin, ¿qué importa?

El pordiosero no era joven; cuando uno llega a la (viejez, vejez) ya ni siquiera puede (oyir, oír) el rugido de un (tigre, tíguere), mucho menos el del océano.

Uno de los viajeros me preguntó -- ¿(Vistes, viste) la (rede, red) que usaron para rescatarlo? Cuando le dije que no, me hizo otra pregunta: -- ¿(tonces, entonces) (tabas, estabas) en tu cuarto cuando la (rede, red) le cayó al cuello y por poco lo (horca, ahorca)? Yo le conteste: sí, estaba en mi cuarto; por eso vengo (hora, ahora) después de (verlo, haberlo) sabido por conducto de un amigo. A mí me (dijieron, dijeron) que sufría de un (parálisis, paralis) que casi siempre lo obligaba a estar sentado en una (sía, silla). Dicen (tamién, también) que no tenía la (pacencia, paciencia) para quedarse allí por intervalos de más de cinco minutos.

Uno de mis amigos cree que quería suicidarse porque poco antes del incidente lo vio (persignarse, persinarse). ¿Sabe Ud. (para dónde, p ónde) hacia este viaje? --No lo sé; algunos dicen que iba (pa su casa, para su casa) a ver a su (madre, marde) quien sufría del (estómago, estógamo). ¿De qué (suída, ciudad) es? --Nadie lo sabe.

Question 12. Complete the sentences recorded below by translating the English expression into Spanish.

1. Ya no podemos tolerar su stupidity.
2. He opened (abrir) las ventanas para ventilar el cuarto.
3. Habíamos returned (volver) a casa porque ya habíamos seen (ver) la película.
4. Cuando se graduó le dieron the diploma.

GO TO THE NEXT PAGE!!

Direction No.

Directions

5. Use _____ sartén para freír los huevos.
the
 6. Compramos dos _____ porque los necesitábamos en casa.
sofas
 7. No ponga los _____ sobre el escritorio.
feet
 8. Entraron _____ la tienda a comprar los comestibles.
into
 9. _____ le gusta cantar.
Mary (likes to sing)
 10. ¿Piensa Ud. _____ un viaje a México este verano?
to take
 11. Váyase; no deseo _____ con Ud. sobre ese particular.
argue
 12. Anoche _____ mi novia.
I dreamed about
 13. Me voy a quitar la camisa porque _____
aquí hoy. it is very warm
 14. Se enceló al ver que su novia _____ con su mejor
amigo. was flirting
-

- R.12.
1. Ya no podemos tolerar su estupidez.
 2. He abierto las ventanas para ventilar el cuarto.
 3. Habíamos vuelto a casa porque ya habíamos visto la películ
 4. Cuando se graduó le dieron el diploma.
 5. Use la sartén para freír los huevos.
 6. Compramos dos sofás porque los necesitábamos en casa.
 7. No ponga los pies sobre el escritorio.
 8. Entraron en la tienda a comprar los comestibles.
 9. A María le gusta cantar.
 10. ¿Piensa Ud. hacer un viaje a México este verano?
 11. Anoche soñé con mi novia.
 12. Váyase; no deseo discutir con Ud. sobre ese particular.
 13. Me voy a quitar la camisa porque hace mucho calor aquí hoy
 14. Se enceló al ver que su novia flirteaba (estaba flirteando) con su mejor amigo.
-
-

GO TO DIRECTION NO. 8!!

8.

AFTER CORRECTING ANY ERRORS YOU MADE, TURN TO PAGE 31 IN THIS STUDY GUIDE AND READ AND FOLLOW DIRECTION NO. 9.

LESSON NO. 3

TOPIC: Equating Standard and Non-Standard Dialects

Direction No.

Directions

9. READ PAGES 31 THROUGH 32 BELOW.

The process of equating the non-standard with the standard begins with the instructor himself who normally uses a mixture of both Spanish dialects. The process is a never-ending task, especially for the native speaker reared in the United States Southwest. Because he is usually unaware of the distinctions between the two he must utilize several points of departure:

1. He must examine and reexamine available articles and books treating the Spanish vernacular of his locality and other geographical areas found in the same linguistic zone and/or other zones exerting a heavy influence on the Spanish of his community. In these works he will recognize many expressions he uses in common with the Spanish speaking of his locality. Many will also teach him the universal dialect because they normally provide both the regionalisms and their corresponding standard forms. When there are none available an adequate definition is usually entered.

This experience will alert him to the problem and encourage the habit of listening for, equating and recording his own localisms and those used by his pupils, his aides, his colleagues and other members of his community.

2. He must constantly compare his own active and recognition vocabularies with those found in the Spanish texts and other printed materials he uses and/or reads in that language.

At this point the instructor may be wondering what procedure and criteria he will have to use to distinguish between the standard and non-standard expressions if he does not remember them from his examination of regional vocabularies and other treatises on the subject.

Procedure

1) For the collection of the spontaneous speech of the pupils, the teachers' aides, colleagues and other members of the community. The instructor will have to jot down in his notebook, unnoticed, as much as possible, many bits of conversation he hears throughout the community, especially in his classroom and in the school yard. Many who are native speakers will be able to write down entire sentences emanating from spontaneous speech because they will be listening to a dialect that comprises their own active and recognition vocabularies. The collection resulting from this source is the most valuable because the situation providing the materials is spontaneous and uncontrolled.

Direction No.

Directions

2) For tape recordings of materials provided by informants: pupils, teacher's aides, colleagues and other members of the community. The instructor will prepare and use questions, illustrations and stories to elicit the desired materials from his informants. Instructors should also interview one another.

3) The most expedient method of self-equation: the reading approach. The instructor should read in Spanish constantly, especially those texts and materials dealing with his field of specialization. The paragraph recorded below was composed to exemplify this procedure:

El pordiosero (limosnero) iba pidiendo dinero para comprarle una tetera (tetera) a su niño, media docena de huevos (blanquíos) a sus hijas y para sí un cigarro puro para fumar (chupar).

Con el cinco (nicle) que le dieron no pudo comprar nada. No le quedó más remedio que buscar trabajo (chamba).

El perro (guaguo) que iba con él cruzó la calle sin ver el coche que se acercaba. El chofer frenó (manió), pero fue demasiado tarde; una de sus llantas le dio en la nuca (celebro). Dos días más tarde se hallaban las ratas royendo (ruñendo) los huesos del animal.

When the instructor reads a paragraph like the one above he should reproduce it underlining all the terms which bring to mind the variant forms and/or meanings he uses and/or hears repeatedly in the speech of his community. He should insert these reminders in parenthesis next to their equivalents as has been done above.

All the expressions collected from the three sources outlined above should be checked against the entries found in the latest editions of at least two monolingual dictionaries of standard Spanish:

1. de Toro y Gisbert, Miguel. Pequeño Larousse ilustrado. Buenos Aires: Editorial Lourousse, 1964.
2. Real Academia Española. Diccionario de la lengua española. 19a ed. Madrid: Espasa Calpe, S.A., 1970.

READ AND FOLLOW DIRECTION NO. 1011

Direction No.

Directions

10.

READ THE PARAGRAPH RECORDED BELOW: THEN INSERT IN PARENTHESIS THE VERNACULAR EXPRESSION(S) THE CONTIGUOUS UNDERLINED TERM(S) SUGGEST(S):

Cuando era niño () me gustaba ir al cine () muy a menudo ().
Las películas () que proyectaban ().
eran mejores () que las de hoy ().
Siempre presentaban () un dibujo animado ().
Antes () los billetes () costaban menos para los niños () y también () para los adultos ().

Cuando era niño (chamaco, chico, chiquito) me gustaba ir al cine (mono, a las vistas) muy a menudo (seguido). Las películas (vistas, los monos) que proyectaban (enseñaban, daban) eran mejores (mejor) que las de hoy (hora, ahora, ahoy). Siempre presentaban (enseñaban, daban) un dibujo animado (una curiosita). Antes (más antes) los billetes (tíquetes) costaban menos para los niños (chamacos, chicos, chiquitos) y también (tamién) para los adultos (grandes).

READ AND FOLLOW DIRECTION NO. 11!!

11.

READ PAGES 33 THROUGH 35 WHICH FOLLOW.

The forms in questions are considered regional if they are

- 1) recorded with a geographical designation carrying identical, similar or different meaning(s):

With identical meaning

In San Marcos

limosnero

---beggar (mendigo: standard)

In the dictionary (Real Academia Española)

limosnero (in Andalucía and América)

---beggar

With similar meaning

In San Marcos

tetera

---nursing bottle (biberón: Standard)

In the dictionary (Real Academia Española)

tetera (in América and Andalucía)

---nipple (of nursing bottle)

With different meaning(s)

In San Marcos

chamba

---job, work, occupation (empleo, trabajo
ocupación: standard)

In the dictionary (Real Academia Española)

chamba (colombia y Venezuela)

---a ditch or a barricade that serves
to set off property boundaries

2) entered with no geographical label, but with similar or different meaning(s):

With similar meaning(s)

In San Marcos

chupar

---to smoke (fumar: standard)

In the dictionary (Real Academia Española)

chupar

---to suck

With different meaning(s)

In San Marcos

cato

---a punch, a blow with the fist (puñada,
puñetazo: Standard)

In the dictionary (Pequeño Larousse ilustrado)

cato

---catechu

3) recorded in a variant form with a geographical tag bearing identical, similar or different meaning(s):

With identical meaning(s)

In San Marcos

blanquío

---egg (huevo: standard)

In the dictionary (Pequeño Larousse
ilustrado)

blanquillo (in Mexico)

---egg

With similar meaning(s)

In San Marcos

nicle

---a nickel (5 cents) (cinco centavos:
standard)

In the dictionary (Real Academia
Española)

níquel (in Uruguay)

---money; coin

With different meaning(s)

In San Marcos

guaguao

---dog (perro: standard)

In the dictionary Pequeño Larousse
ilustrado)

guaguá (in Guatemala)

---bogeyman

4) found in a variant form without a geographical designation, but with similar or different meaning(s):

With similar meaning(s)

In San Marcos

maniar

---to put on the brakes (usually the car
brakes) (frenar, poner los frenos:standard)

In the dictionary (Real Academia
Española)

manear

---to hobble or hopple (an animal)

With different meaning(s)

In San Marcos

celebro

---nape (nuca: standard)

In the dictionary (Pequeño Larousse
ilustrado)

cerebro

---brain

5) not recorded at all:

In San Marcos

rufir

---to gnaw (roer: standard)

In the dictionary (Real Academia Española or Pequeño Larousse ilustrado)

not recorded

Most of the regional expressions found by utilizing the procedure outlined above may be confirmed in some of the dictionaries and vocabularies of provincialisms mentioned in the bibliographical section of the present article. It usually takes much longer to locate them in the latter works because one normally has to examine a much more extensive bibliography.

READ AND FOLLOW DIRECTION NO. 12!!

12. IN THE SPACES PROVIDED, SUPPLY THE STANDARD AND NON-STANDARD TERMS IN QUESTION USING THE ENGLISH EQUIVALENTS PRESENTED BELOW FOR A GUIDE.

beggar	_____	_____
	standard	non-standard
nursing bottle	_____	_____
job, work, occupation	_____	_____
to smoke	_____	_____
a punch, a blow with the fist	_____	_____

egg	_____	_____
a nickel (5 cents)	_____	_____
dog	_____	_____
to put on the brakes (usually the car brakes)	_____	_____
nape	_____	_____
to gnaw	_____	_____

R.12. Check your answers using the information provided below. Then read and follow follow direction no. 13.

beggar	<u>mendigo</u> standard	<u>limosnero</u> non-standard
nursing bottle	<u>biberón</u>	<u>tetera</u>
job, work, occupation	<u>empleo, trabajo, ocupación</u>	<u>chamba</u>
to smoke	<u>fumar</u>	<u>chupar</u>
a punch, a blow with the fist	<u>puñada, puñetazo</u>	<u>cato</u>
egg	<u>huevo</u>	<u>blanquifo (blanquillo)</u>
a nickel (5 cents)	<u>cinco centavos</u>	<u>nicle</u>
dog	<u>perro</u>	<u>guaguo</u>
to put on the brakes (usually the car brakes)	<u>frenar, poner los frenos</u>	<u>maniar</u>

nape (of neck)

nuca

celebro

to gnaw

roer

ruñir

Direction No.

Directions

13.

READ THE FOLLOWING PAGES AND FOLLOW ALL DIRECTIONS GIVEN.

For a detailed guide to linguistic field work consult Samarin, William L. Field Linguistics. New York: Holt, Rinehart and Winston, 1967.

In the following the method suggested above, the instructor will be trying to learn from his collection many regional expressions and their corresponding standard equivalents. His efforts may be reinforced by following four procedures.

- 1) an arrangement of his findings alphabetically in accordance with the linguistic phenomena that explains the deviation from standard Spanish to regional varieties:

Addition of Sound(s)

Initially:

regionalism	standard equivalent	English equivalent
<u>a</u> segun	segun	according to
<u>a</u> tocar	tocar	to touch
<u>e</u> stender	extender	to extend, to spread

Medially:

c <u>a</u> yer	caer	to fall
ha <u>i</u> ga	haya	there be
cre <u>y</u> er	creer	to believe
traj <u>i</u> eron truj <u>e</u> ron	trajeron	they bought

R.8. con't.:

<u>Standard</u>	<u>1 for f</u>	<u>Regional</u>
<u>f</u> ui		<u>1</u> ui
<u>f</u> uiste		<u>1</u> uiste (<u>1</u> uites)
<u>f</u> ue		<u>1</u> ue
<u>f</u> uimos		<u>1</u> uimos
<u>f</u> ueron		<u>1</u> ueron
<u>f</u> uego		<u>1</u> uego
	<u>1 for s</u>	
no <u>s</u> otros		no <u>1</u> otros
	<u>p for f</u>	
<u>f</u> aisán		<u>p</u> aisano
<u>f</u> antasma		<u>p</u> antasma
	<u>f for 1</u>	
<u>f</u> rijoles		<u>f</u> rifoles
<u>1</u> uego		<u>f</u> uego
	<u>f for h</u>	
<u>h</u> ierro		<u>f</u> ierro (ant.)
	<u>a for e</u>	
<u>m</u> ecánico		<u>m</u> acánico
	<u>e for a</u>	
<u>s</u> arape		<u>s</u> erape
	<u>e for i</u>	
<u>a</u> brimos		<u>a</u> bremos
<u>c</u> opiar		<u>c</u> opear
<u>i</u> nvitar		<u>e</u> nvitar
<u>r</u> ecibir		<u>r</u> ecebir
<u>r</u> idículo		<u>r</u> edículo
<u>s</u> alimos		<u>s</u> alemos
	<u>1 for e</u>	
<u>d</u> ecir		<u>d</u> icir
<u>d</u> ecía		<u>d</u> ijja
<u>d</u> esp <u>e</u> dirse		<u>d</u> esp <u>1</u> dirse
<u>d</u> es <u>p</u> ués		<u>d</u> is <u>1</u> pués
<u>d</u> iv <u>e</u> rtirse		<u>d</u> iv <u>1</u> rtirse
<u>l</u> ínea		<u>l</u> inia
<u>p</u> edir		<u>p</u> idir

GO TO THE NEXT PAGE!!

R.8. Con't:

u for o

almohada
ahora
hablado
Joaquín
no hay
Romualdo

almuada
aura (with shift of stress)
hablau
Juaquín
nuay
Rumaldo

o for u

espíritu
juventud
suspiro

espírito
joventú
sospiro

Question 9. For each English etymon given below, provide both the Standard and Regional form in Spanish.

<u>English Etymon</u>	<u>Standard</u>	<u>Regional</u>
(1) partner		
(2) ticket		
(3) brother		
(4) mop		

<u>R.9.</u>	<u>English Etymon</u>	<u>Standard</u>	<u>Regional</u>
	(1) partner	amigo; socio; pareja (pl.)	parna
	(2) ticket	billete	tfiquete
	(3) brother	hermano	broda
	(4) mop	aljofifa	mape (auditory adoption) mope (visual adoption)

GO TO THE NEXT PAGE!!

Direction No.

Directions

Question 10. Read the following passage. As you read, write in the parentheses, the standard equivalent of the underlined expression.

No te jallamos () porque te juiste () a las seis de la mañana. Nojotros () queríamos dicirte () que habíamos visto un pantasma () cuando salimos del fuego () de fútbol. Yo cogí un fierro () que vi en el suelo porque tenía mucho miedo. Cuando subimos al coche me atemorice más porque no quería funcionar el motor. Decidí ir a pie hasta la estación para traer un macánico (). Pero antes de irme me cubrí con un serape () porque el miedo me había dado escalofrío. Cuando llegué me sentí un poco redículo () porque todo el mundo se quedaba mirando mi serape (). Antes de salir oí al macánico () dicir () a su ayudante que volvería dispués () de las doce.

Juaquía () y Rumaldo () mis dos brodas () menores nos esperaban al lado del coche. Me dieron una almuada () y me dijeron que me acostara en el coche mientras el macánico () lo componía. Cuando me acosté di un sospiro () de cansancio y me dormí en seguida a pesar del ruido.

Soñe con muchas cosas redículas (): que mi parna () Estér había perdido el tíquete () de cine; que íbamos al cine en nuestras yoncas (); y que tuvimos que limpiar el piso con un mape () porque se nos cayeron los refrescos que llevábamos.

La película que vimos fue muy interesante. Trataba la vida estudiantil de un joven que habí flonquiado () todos sus exámenes porque no sabía espeliar ().

R.10. Check your answers by reading the following passage. The correct terms are inside the parentheses:

No te jallamos (hallamos) porque te juiste (fuiste) a las seis de la mañana. Nojotros (nosotros) queríamos dicirte (decirte) que habíamos visto un pantasma (fantasma) cuando salimos del fuego (juego) de fútbol. Yo cogí un fierro (hierro) que vi en el suelo porque tenía mucho miedo. Cuando subimos al coche me atemorice más porque no quería funcionar el motor. Decidí ir a pie hasta la estación para traer un macánico (mecánico). Pero antes de irme me cubrí con un serape (sarape) porque el miedo me había dado escalofrío. Cuando llegué me sentí un poco redículo (ridículo) porque todo el mundo se quedaba mirando mi serape (sarape). Antes de salir oí al macánico (mecánico) dicir (decir) a su ayudante que volvería dispués (después) de las doce.

GO TO THE NEXT PAGE!!

R.10. Continued:

Joaquín (oquín) y Rumaldo (Roualdo) mis dos brodas (hermanos) menores nos esperaban al lado del coche. Me dieron una almuada (almohada) y me dijeron que me acostara en el coche mientras el macánico (mecánico) lo componía. Cuando me acosté di un sospiro (suspiro) de cansancio y me dormí en seguida a pesar del ruido.

Sofé con muchas cosas redículas (ridículas): que mi parna (amiga) Estér había perdido el tíquete (billete) de cine; que íbamos al cine en nuestras yoncas (bicicletas); y que tuvimos que limpiar el piso con un mape (una aljofifa, un estropajo) porque se nos cayeron los refrescos que llevábamos.

La película que vimos fue muy interesante. Trataba la vida estudiantil de un joven que había flonquiado (reprobado) todos sus exámenes porque no sabía espeliar (deletrear).

Question 11. In the paragraphs recorded below standard equivalents are found in parenthesis; underline the standard expression to complete the context of the sentence in question:

El (méndigo, mendigo) se había (caído, caído) de la cubierta al (ociano, océano) por ir comiendo (maíz, maiz) distraídamente y por no (ver, haber) (leído, leído) el letrero que estaba al pie de los escalones.

(Según, asegún) el capitán nadie podía (afigurarse, figurarse) que el pordiosero no habiese visto el letrero, pues lo habían colocado allí hacía una semana. El patrón dijo que quizá no lo hubiese visto porque al pasar por allí iba (destornudando, estornudando). (Dijieron, dijeron) que antes de caerse estaba (bostezando, bosteciando), comiendo (cirguelos, ciruelas) y (barajiendo, barajando) sus naipes al (aire, aigre) libre. Yo no creo que (haigan, hayan) dicho la verdad, pero en fin, ¿qué importa?

El pordiosero no era joven; cuando uno llega a la (viejez, yejez) ya ni siquiera puede (oyir, oír) el rugido de un (tigre, tíguere), mucho menos el del océano.

Uno de los viajeros me preguntó -- ¿(Vistes, viste) la (rede, red) que usaron para rescatarlo? Cuando le dije que no, me hizo otra pregunta: -- ¿(tonces, entonces) (tabas, estabas) en tu cuarto cuando la (rede, red) le cayó al cuello y por poco lo(horca, ahorca)? Yo le contesté: sí, estaba en mi cuarto; por eso vengo (hora, ahora) después de (verlo, haberlo) sabido por conducto de un amigo. A mí me (dijieron, dijeron) que sufría de un (parálisis, paralis) que casi siempre lo obligaba a estar sentado en una (sía, silla). Dicen (tamién, también) que ~~no~~ tenía la (pacencia, paciencia) para quedarse allí por intervalos de más de cinco minutos.

Uno de mis amigos cree que quería suicidarse porque poco antes del incidente lo vio (persignarse, persinarse). ¿Sabe Ud. (para dónde, p ónde) hacía este viaje? --No lo sé; algunos dicen que iba (pa su casa, para su casa) a ver a su madre, marde) quien sufría del (estómago, estógamo). --¿De qué (suidá, ciudad) es? --Nadie lo sabe.

GO TO THE NEXT PAGE!!

Finally:

felice <u> </u>	feliz	happy
fuistes <u> </u>	fuiste	you went, you were

Dropping of sound(s)

Initially:

regionalism	standard equivalent	English equivalent
hora	ahora	now
onde	donde	where
tas	estás	you are

Medially:

hablao	hablado	spoken
madrasta	madrastra	stepmother
persinarse	persignarse	to cross oneself

Finally:

se	sed	thirst
suida	ciudad	city
pa	para	to, toward, for

For other categories see pages 8 through 18; also see the indexes of the works by Peter Boyd-Bowman and Aurelio M. Espinosa mentioned on pages 21 and 19 respectively.

2) a completion of all the exercises in three texts which are designed to help the Spanish-speaking natives of the Southwest to equate their provincial vocabulary with standard Spanish; the sponsoring institution should provide each instructor with these indispensable texts; at present, two of them are the only ones in the field designed for classroom use in native-speaking sections; the third (c below) is a valuable guide; it serves the instructor in two ways: (1) it outlines for him excellent approaches designed to resolve the special language problems of his own Spanish-speaking students and (2) in the process aids him (the instructor) in equating his own regional vocabulary with the corresponding standard equivalents:

- (a) Baker, Paulline. Español para los hispanos. Lincolnwood: National Textbook Corporation, 1966.
- (b) Barker, Marie Esman. Español para el bilingüe. Skokie: National Textbook Company, 1971.
- (c) Texas Education Agency. Español para los hispanohablantes: niveles I y II de secundaria. Austin: Texas Education Agency, 1970.

3) the constant reading of materials (articles, essays, novels, short stories, plays, etc.) of all kinds written by reputable writers; many standard expressions are learned from them by (a) repeated and constant visual contact, (b) constructing sentences with them, (c) and by the direct memorization method.

4) viewing Spanish television programs and movies, as well as listening to radio broadcasts emanating from Mexico and other Spanish-speaking countries; many readers no doubt recall occasions in which they found themselves singing some of the lyrics to a favorite popular song without having made a special effort to memorize all or any part of it; their familiarity with the lyrics came about through hearing the song played constantly on T.V., on the radio, on their record players, or on their tape recorders; the same principle is at work to a large degree in the acquisition of good language habits.

READ AND FOLLOW DIRECTION NO. 1411

Direction No.Directions

14.

STUDY PAGES 38 THROUGH 39 THEN, USING THE CHARTS PROVIDED FOR YOUR CONVENIENCE (1) REARRANGE ALPHABETICALLY UNDER THE PERTINENT LINGUISTIC PHENOMENA DEFINED THE LIST OF REGIONALISMS RECORDED BELOW:

trujieron	fuistes	haiga
destender	onde	asegún
pa	madrasta	se
persinarse	suidá	hablao
tas	atocar	hora
felice	creyer	cayer

Addition of

Addition of sound(s)

Initially:

regionalism	standard equivalent	English equivalent

Medially:

Finally:

regionalism	Standard equivalent	English equivalent

Dropping of sound(s)

Initially:

regionalism	standard equivalent	English equivalent

Medially:

Finally:

FOR ANSWERS SEE PAGES 38 THROUGH 39

Direction No.

Directions

15. YOU HAVE COMPLETED THE TOPICS IN THIS STUDY GUIDE. RETURN ALL MATERIALS TO YOUR BILINGUAL EDUCATION SUPERVISOR AND ASK FOR FURTHER DIRECTIONS.